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ABSTRACT

This fourth in a series of twelve modules presents strategies to promote sex equity in language. The first of five sections provides suggestions for teacher organization/management with or without student interaction. These strategies include aids to facilitate lesson preparation and program implementation. The following four sections present strategies that can be used with one of four teaching techniques: (1) discussion, (2) audio/visual, (3) presentation and practice, and (4) experiences outside the classroom. (LRA)

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CE 026 324

promoting
sex equity
in the classroom

strategies – language

Teaching/learning strategies presented in this module are for use by teachers and/or students to promote sex equity in the classroom. These specific strategies are coordinated with the language section of the Sex Equity Guidelines.

Described within are strategies which can be used with one of four teaching techniques: discussion, audio/visual, presentation and practice, and experiences outside the classroom. Strategies may be adapted for any vocational education classroom. Suggestions for teacher organization and management are included.

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Using Creative Strategies - Language
Module #4

Creative strategies to promote sex equity in language have been divided into five sections. The first section provides suggestions for teacher organization/management with or without student interaction. These strategies include aids to facilitate lesson preparation and program implementation. Following sections present strategies that can be used with one of four teaching techniques: (1) discussion, (2) audio/visual, (3) presentation and practice, and (4) experiences outside the classroom.

Make sure you READ MODULE #1 before proceeding.

SELECT TECHNIQUE(S)

After using the Sex Equity Check Sheet from Module #2, select management activities as needed to complement your program. Then determine the teaching techniques that will blend most appropriately into your lesson plan. Turn to that section and review strategies adaptable to your subject matter and class.

SELECT STRATEGY(IES)

The two-column format separates activities for the teacher and activities for the student. Arrows indicate assignments teachers can make and subsequent student interaction. Strategies, some with multiple parts, are contained between asterisks. The strategies are written in a manner useful for various subject areas; therefore, you will need to adapt the ideas to fit your situation. To help you do this, separate modules for each of the vocational education disciplines have been developed, each containing strategies, lesson plans, and other useful information. Refer to Module 1, An Introduction, or to the inside of the portfolio to find the appropriate module number.

PROMOTE SEX EQUITY

Plan the lesson incorporating the adapted strategy(ies). Now teach the lesson to PROMOTE SEX EQUITY IN THE CLASSROOM.

SEX EQUITY GUIDELINES

LANGUAGE - WRITTEN OR SPOKEN

1. Titles of address indicating gender are omitted.

   ex. Connie Mendez and Fritz Mueller are interviewing for a job.

2. Gender-free plural pronouns or an equal balance of gender specific singular pronouns are used.

   ex. They are studying safety procedures. She is checking the equipment while he reads from the operating manual.

3. Gender-free nouns are substituted for gender pronouns.

   ex. The groundskeeper will aerate the golf course greens.

   (Avoid: He will aerate the golf course greens.)

4. Gender-free nouns are used to denote all human beings.

   ex. People benefited from the discovery of a new wheat strain.

   (Avoid: Mankind benefited from the discovery of a new wheat strain.)

5. Indefinite pronouns; anyone, anybody, everyone, everybody; may have a plural pronoun referant in all but strictly formal usage.*

   ex. Anyone going to the welding shop during school hours must file their permission slip in the office.

   (Avoid: Anyone going to the welding shop during school hours must file his permission slip in the office.)

6. Sex-free occupational titles are used, as indicated in the 1977 Dictionary of Occupational Titles, fourth edition.

	1977 Edition	(contrast)	1965 Edition
ex.	Infant's Nurse-DOT#301.677-010		Nurse Maid-DOT#307.878
	Airplane Flight Attendant-DOT#352.467-101		Airplane Stewardess-DOT#352.878
	Repairer-DOT#630.281-022		Repairman-DOT#630.281

7. Reference is made to physical appearance only when there is a purpose.

   ex. Frank Hayashida received the million dollar real estate sales award.

   (Avoid: When Frank Hayashida received the million dollar real estate sales award, he wore a shocking blue blazer with a creamy white turtleneck and spiderweb turquoise pendant.

   Avoid: Blond, blue-eyed Hazel Spillers won the livestock judging award.)

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*National Council of Teachers of English. Guidelines for nonsexist use of language in NCTE publications. 1111 Kenyon Road, Urbana, IL. 1975.

Language - Written or Spoken (continued)

8. An occupation is described as being performed by both sexes.

   ex. Either Beth Alden or Rafael Martinez, community health aides, is qualified to present a series of nutrition lessons.

   Ling Shiue and Homer Horton, supervisors for the tool and die department, checked the die for a horizontal screw extruder.

9. Nondemeaning descriptions of people are used.

   ex. The women were discussing safety procedures for using a microwave oven.

   (Avoid: The girls were chattering about safety procedures for using a microwave oven.)

   The clerk will check the shipping list.

   (Avoid: I'll have my boy (or girl) check the shipping list.)

LANGUAGE - SPOKEN

10. A range of emotions is expressed by the speaker(s).

    ex. Both males and females can express affection, anger, happiness, assertiveness, passiveness, silence, frustration, and sadness.

11. Vocal presentation communicates the intended message avoiding sex-biased connotations.

    ex. A female speaks in a firm voice rather than a whining voice.

    A male speaks in a soft voice rather than a gruff voice.

12. Titles of address indicating gender are used only when preferences are stated.

    ex. Ms. Podlasek (because she prefers Ms. rather than Mrs.) presented a slide program for the sales meeting.

    Earl James (who prefers not to be referred to as Mr.) sponsored a school trip.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher <u>without</u> student interaction	Teacher <u>with</u> student interaction
Select visiting speakers insuring a balance of sexes depicting various occupations and levels of expertise. (Sometimes difficult as the established professionals started before "equal opportunity" was enforced and in some vocational occupations many will be males.) Include both single and married persons. Ask, prior to presenting the speakers, if they prefer to be addressed with or without a title. Use given name until a personal title preference is stated.	Help students to clarify individual preferences for use of titles. Refer to students by given and surnames rather than by gender or marital titles (unless students clearly state a preference for use of title).
* * *	* * *
Rewrite brochures avoiding use of gender terms.	Ask students to assist in brochure writing avoiding use of gender terms.
* * *	* * *
	Write articles about vocational education classes for school and local newspapers indicating your willingness to have nontraditional students in your classes. Feature present nontraditional students in the article.
* * *	* * *
Provide a copy of the <u>Dictionary of Occupational Titles</u>, 1977 edition, for class use.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher without student interaction	Teacher with student interaction
Consider equalization of female and male roles in class discussion.	
* * *	* * *
Write publishers encouraging them to avoid unnecessary references to physical appearances in their texts and other printed materials.	
* * *	* * *
Encourage employers to interview student workers on basis of qualifications, not sex.	
* * *	* * *
Check and revise teacher produced or commercial materials such as worksheets, tests, and supplemental handouts. Rewrite or white-out gender terms or references to physical appearance as needed. --Alternate use of gender nouns and pronouns to help achieve balance when writing or speaking. --Include examples of nontraditional occupational and societal roles in revised materials. --Check use of gender pronouns, titles, etc., when correcting written assignments handed in by students. Call to attention of students and ask corrections be made.	Request students to check and revise their own written work to include use of gender-free terminology. Exchange papers, check, and correct. Work with students to make corrections.
* * *	* * *
	Ask for a qualified "volunteer" as an assistant for a lab or a demonstration. Avoid asking specifically for a female or male.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher without student interaction	Teacher with student interaction
	Address students of both sexes by shortened names or nicknames if that is their preference.
* * *	* * *
Attempt to integrate both males and females together if using seating chart. Do not allow students to isolate themselves by sex if a fixed arrangement is not required.	
* * *	* * *
Develop materials including worksheets, handouts, tests, etc., using gender-free terms. Explanation of materials should follow bias-free guidelines. --Use a name that may designate either sex when materials must depict a name. Examples: Jodie, Robin, Dana, Chris, Terry. --Use titles from Dictionary of Occupational Titles, 1977 edition, in teacher developed materials.	Omit titles indicating gender when talking to students, or use nongender titles as Nurse Johnson or Assistant Smith.
* * *	* * *
	Answer questions and give assistance to all students equally regardless of their physical characteristics.
* * *	* * *
Screen substitutes or professionals brought in to help with labs or on-the-job training and make them aware that sexism should not be brought into the situation.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher <u>without</u> student interaction	Teacher <u>with</u> student interaction
Extend invitations to potential banquet speakers including a notation that sex stereotyping should be avoided in communications.	
* * *	* * *
Update guidance counselors in changes in vocational education occupations, encouraging them to recognize that jobs can be performed by either sex.	
* * *	* * *

TEACHING TECHNIQUES
with examples

Discussion:	Large/small group Buzzing Panel Symposium Colloquium Question and answer Brainstorming Other
Audio/Visual:	Films Filmstrips Slides Audio tapes Video tapes Bulletin boards Opaque projection Other
Presentation and Practice:	Exhibit Laboratory Demonstration Report Resource person Role play Interviewing Other
Experiences Outside the Classroom:	Field trip On-the-job training Interviewing Other

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Discuss job application forms in a unit on "Applying for a Job", indicating it is not necessary to circle titles or fill in the blanks which denote gender or marital status.	
	Read and report the origin of titles.
Suggest use of first and middle initial along with the last name to avoid determination of sex.	
Discuss the options a woman has when marrying of keeping her own name, hyphenating her name with her husband's, or taking his name.	
* * *	* * *
Discuss use of titles such as Mr., Mrs., Ms., Miss with class. Indicate title (or nontitle), you, as the teacher, prefer to have used.	
* * *	* * *
Discuss with students the use of words such as mankind, manhood, etc. Practice using gender-free terms: students, pupils, learners, helpers, assistants, class or humankind. Discuss this decision with students. If the need to use gender words arises, alternate feminine and masculine gender. Substitute gender-free pronouns such as they, their, when possible.	
* * *	* * *
Assign. ⟶	Compile a list of gender nouns and/or phrases containing gender nouns such as man in the moon; O.K., guys; hey, man, that's cool; foxy lady; etc.
	(or)
	(cont.)

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
	Write a list of adjectives describing the physical appearance of females. Prepare a similar list for males. Examples: slick chick, big man. Rewrite list assigning typically feminine adjectives to males and vice versa. Decide if these terms seem typical or unusual.
Lead discussion.	Discuss ways to change phrases and connotations they suggest. Substitute opposite gender term and react.
* * *	* * *
Explain positions for group work using gender-free nouns and titles as chair(person) vs. chairman or supervisor vs. foreman.	
Encourage students to use gender-free terms.	Prepare a list of gender-free nouns and pronouns. Share with class and develop a master list
Read aloud a small portion of an assignment containing gender pronouns.	Write gender-free pronouns that could be substituted into portion read aloud. Discuss with class.
* * *	* * *
Divide class into groups of 5 students each. This could also be done on a one-to-one basis. You may assign a specific topic for discussion.	Monitor another group and record number of times a biased expression is spoken in a class period. Share recorded information with group you monitored.
* * *	* * *
Assign students to select an occupation. →	Write a brief fantasy, "If I could be ...," "Something I've always wanted to be ...." Share fantasies in large or small group discussion. Identify reason(s) for their selection.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Summarize to determine number of students choosing traditional or nontraditional occupations.	
* * *	* * *
Have students list skills needed for living independently. Examples: --preparing nutritional meals --doing laundry --balancing checkbook --fixing leaky faucet.	Discuss where these skills may be acquired.
* * *	* * *
Prepare a list of job titles associated with own specific discipline. Use titles found in biased materials.	Check titles that are not gender free. Look up and record appropriate gender-free title in the 1977 Dictionary of Occupational Titles (DOT). Examples: --mail carrier for mailman --room attendant for maid --server for waiter/waitress.
Lead discussion.	Discuss changes found and consider reasons why they were made.
* * *	* * *
Provide each student with a name tag of a revised job title from the 1977 Dictionary of Occupational Titles.	Look up previous job title and discuss whether or not the change has eliminated sexist language. Decide which title she/he prefers.
* * *	* * *
Lead a discussion regarding the changes in roles.	Write a list of changes observed in societal roles. Consider and discuss the resulting advantages and disadvantages.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Assign selected segments of textbooks, pamphlets, or other print materials to be evaluated.	Use the "Guidelines" and check list (Module 2) for evaluating print and nonprint materials for sex bias. Find examples of biased art, language, and content. Suggest possible changes.
* * *	* * *
Discuss need to avoid using qualifiers as male secretary or female accountant when talking about people and their professions.	
* * *	* * *
Encourage students through discussion to pursue their objectives, but be sure the students know the full requirements of the types of jobs they seek.	
* * *	* * *
Encourage students to remind employers that as students they want to learn the entire job rather than being placed in a stereotyped role.	
* * *	* * *
Write a job description for a traditionally male job and for a traditionally female job. Include both job skills and physical characteristics as descriptors.	Rewrite each description so it is not evident if it is for a female or male.
* * *	* * *
Write a series of case studies with occupational and/or societal roles reversed.	Discuss during small group activity the benefits, conflicts, and problems that might occur because roles have been reversed.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Lead discussion.	Discuss physical characteristics and handicaps as they relate to or would affect occupational role. Identify which of these the occupational role can tolerate. Consider adaptations that could be made in equipment and physical facilities.
* * *	* * *
Assign. ⟶	Write a list of descriptive, degrading nicknames they have been called. Avoid profanity. Examples: --Shorty --Fatty --Tubby --Four Eyes --Foxy --Bitch --Bastard.
List on chalk board in three columns the words that refer to females, to males, or to either sex. Encourage students to observe differences in length of lists and implications of words. Example: Even though bastard refers to a male, it is derived from female status or lack of status.	Suggest alternate terms to be used for sexist terms.
* * *	* * *
Place a sheet of newsprint on wall of classroom.	Write on the paper any demeaning or stereotyped descriptions they encounter in assignments or "on the job." At end of week(s) discuss these descriptions and why they are demeaning or stereotyped.

(cont.)

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
	Examples: --big body, little mind --dumb broad --stupid jock.
* * *	* * *
Avoid introducing bias by using unbiased language in presentations. --Tape record a lecture or discussion and analyze own speech, as well as students' speech, for use of biased language. (See "Guidelines" - Module 2.) --Encourage technical conversation. --Use consistent manner of speaking, choice of words, and tone of voice with all class members. --Insure that activity expectations are communicated uniformly to females and males.	Point out when the teacher uses biased language. Use unbiased language in discussions.
* * *	* * *
Develop a teacher/student evaluation form indicating areas in language which show bias.	Fill out evaluation form identifying teacher and/or student bias as it occurs in large group discussions.
* * *	* * *
Ask each student in the class to write a description of a classmate. Use gender-free terms and avoid unnecessary reference to physical appearance. Read several descriptions aloud to class.	Identify the individual being described as the teacher reads the description. Brainstorm: --In describing an individual what reference to physical appearance is necessary and acceptable?
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
	Avoid use of demeaning jokes against one sex even if members of that sex are not present.
* * *	* * *
	List adjectives describing adult male and adult female behaviors. Write on blackboard in two columns.
Discuss noting similarities and differences. Relate class responses to selected research.	
* * *	* * *
Avoid biasing expanded materials through discussion of only traditional occupations.	
* * *	* * *
Initiate a class brainstorming session to provide examples of people in nontraditional occupations and the opportunities they see for these people.	Participate in discussions and provide examples of individuals in traditional and nontraditional roles.
* * *	* * *
Take key words from a discussion.	Form nonsexist figures from letters in key words chosen during discussion. Place figures in a cartoon which would relate to the topic of discussion.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Video and/or audio tape a class session. Example: --role playing --discussing --reporting. →	Review, evaluate, and discuss tapes for use of gender nouns and pronouns. Determine places where gender-free words could have been substituted.
* * *	* * *
	Use the tape recorder to practice verbal skills, including incorporation of gender-free words, to project a competent, confident image during a job interview, as well as on the job. (or) Listen to a tape and then change gender nouns to gender-free nouns.
* * *	* * *
Develop a word association game using the 1965 Dictionary of Occupational Titles. Responses would require an expanded title from the 1977 edition. Example: --fireman-firefighter --housewife-homemaker.	Play game.
* * *	* * *
Assign a listening or viewing activity. →	Watch television or listen to the radio for one hour. Analyze commercials recording such things as number of females and males in each commercial, types of roles they portray, type of product being advertised, and language used and whether or not it was stereotyped.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Lead discussion.	Discuss such questions as: --Did particular patterns emerge such as females advertising household products and males advertising machinery? --Who narrated the commercials? --Was biased language used?
* * *	* * *
Have students cut out magazine or newspaper advertisements. Assign ads for products similar to those produced in classes.	Circle descriptive words and determine the ones that typically apply to females and to males. Rewrite an ad using gender-free terms or role reversals.
* * *	* * *
Record and play to class music that blatantly sterotypes males and females.	Write examples of stereotyping recognized. Discuss roles as indicated in music.
* * *	* * *
Show a film, filmstrip or slide series. Lead discussion.	Discuss expectations for males and females that are implied. Introduce personal experiences as they would apply. (or) Discuss to determine if characters are portrayed in stereotypic roles. Role play brief segments, reversing or changing roles, as needed, to remove the stereotyped image.
* * *	* * *
Select topics related to sex role stereotyping in occupational and/or societal roles. Divide the class into two groups. Sit in an inner circle and an outer circle.	Participate in an exercise using the fishbowl technique.

(cont.)

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
	Discuss assigned topic as inner circle members. Record as outer circle members the messages communicated by voice as well as word.
Change topic and change places in circles. ←	
* * *	* * *
Develop slide presentations for class use.	Write narrations using sex-fair language.
* * *	* * *
	Practice responding to nonsexist help wanted ads, in writing or orally, avoiding sex-related terminology and connotations.
	Write on a transparency and place on overhead projector. Ask other students to make constructive recommendations for improvement.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Find an example of a magazine or newspaper article containing gender nouns and pronouns.	Rewrite article using gender-free nouns and pronouns.
	(or)
Prepare a series of sentences containing gender nouns and pronouns. Divide class into groups.	Select a leader to read sentences one at a time. Create new sentences using a gender-free noun. Share sentence with the class.
* * *	* * *
	Rewrite copy for student publications using gender-free nouns and pronouns.
* * *	* * *
Tally number of times students use gender nouns and pronouns. Give recognition to student who uses smallest number of these words.	Tally number of times teacher uses gender nouns and pronouns during presentations.
Use gender-free nouns and pronouns in class presentations when possible.	Develop a list of gender nouns and pronouns. Write gender-free words that might be used as substitutes.
* * *	* * *
Ask students to serve as "sex equity" observers. Ask them to →	Keep notes when sexist terms are used. Discuss ways to communicate without applying sexist terms, using notes as a base but without referring to particular people or incidents specifically.
* * *	* * *
Assign students to evaluate.	Read newspaper, especially editorials, and write letters to the editor if demeaning and/or limiting descriptions, biases, or stereotyping are noted in the paper.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
	Cross off one letter of their name (on a name tag) each time they use a gender pronoun during a class. See whose name is intact at end of period.
* * *	* * *
Develop a departmental brochure describing job possibilities using gender-free titles. Examples: --floriculturist --insurance agent --file clerks.	Create design. Take photographs. Write descriptions. Print the brochure.
* * *	* * *
Initiate for class presentation. →	Select speakers from nontraditional occupations who could: --tell why they chose occupation --list advantages and disadvantages. (or) Interview an individual in a non-traditional occupation, prepare a written or oral report.
* * *	* * *
Use speaker the class accepts as having a "traditional" occupation to discuss that person's "non-traditional" hobbies.	
* * *	* * *
Invite a personnel director to talk to the class about information that cannot be asked for in an interview or on an application blank.	Practice interviewing following instructions learned from presentation.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Alternate using female and male assistants when demonstrating. Stress the skills required for the tasks avoiding the mention of sex.	
* * *	* * *
Describe in a laboratory how students can complete a task but avoid doing tasks for them.	Try to learn techniques which can be used to overcome difficulties encountered in completing a task instead of giving up ("I can't do that, I'm a girl (boy)"). Ask for assistance as needed.
* * *	* * *
Use the same tone of voice when explaining procedures to students whether they are male or female. Avoid being condescending to the nontraditional student.	
* * *	* * *
Show tools and other aids which are available to help people overcome difficulties in trying to accomplish a task. Example: --use a breaker bar instead of a ratchet for loosening a bolt --use a needle threader to thread a needle.	Learn proper techniques for using tools and other aids. Ask for assistance when needed.
* * *	* * *
Organize a class project, fair or display.	Explain the project they have constructed or designed to illustrate their capabilities to other students.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Video tape two examples of job interviews, one sexist, one nonsexist.	Observe sexist interview on video tape. Revise and role play emphasizing applicant's job skills rather than any physical attributes or limitations they may have. Observe nonsexist interview and discuss particularly the language used.
* * *	* * *
Assign each student duties in lab on a rotating basis.	
* * *	* * *
Encourage leadership skills in both male and female students.	Interview speakers prior to class presentation, and use this information when introducing resource person to the class.
* * *	* * *
Address instructions whenever possible to the entire class and not to an individual. Example: --"All students with long hair should take safety precautions when operating drill press", instead of "girls with long hair . . ."	
* * *	* * *
Substitute male/female terms in places where only one gender term was used. Example: --Mr./Mrs. Jones found investment credit was low in 1978.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
	Use role play to act out a biased situation in which they were involved. Revise to eliminate bias and act out again. Consider additional ways bias could have been eliminated.
Lead discussion helping students to express different thoughts and feelings experienced as they acted out their roles.	
* * *	* * *
Prepare a bingo game using the 1977 Dictionary of Occupational Titles (DOT).	Play bingo to become familiar with new DOT terminology.
* * *	* * *
Have each student select a job title from the DOT.	Act out title (charades) and let other students identify. Discuss each job after it is identified and look up training programs available for this occupation. Write to different companies asking for a list of job titles and descriptions used and if the position should be filled by a female or male. Compare titles with those used in the DOT and prepare a report to share with class.
* * *	* * *
Organize a Career Day inviting as featured speakers persons in nontraditional occupations. (Include both married and single individuals.) --Invite individuals in a nontraditional occupation to speak to the class sharing unique experiences encountered in job and opportunities in their field.	Assist in and/or take responsibility for all preparations for Career Day.

(cont.)

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
--Invite several people in nontraditional occupations to present to the class the pros and cons of their jobs and the effect of this choice on their lives.	
* * *	* * *
Explain to students reasons for avoiding use of gender nouns. Use research studies as a basis when possible. Examples: --Expanding Adolescent Role Expectations, Media Services Printing, N.Y. State College of Human Ecology, B-10 Rensselaer Hall, Cornell University, Ithaca, N.Y. 14853. (or) --SRA Helps You Handle Stereotyping, SRA, Inc., Department of Communications, 259 East Erie Street, Chicago, Illinois 60611.	Find research indicating the subtle effects of gender noun usage. Then evaluate for use of gender nouns: --Preamble to Constitution (or) --Gettysburg Address (or) --Trade journals for biased language. Share reports in class.
* * *	* * *
Assign. →	Give a short speech on a specific occupation of their choice using gender-free nouns and pronouns. (or) Write job ads or a job description using gender-free pronouns.
* * *	* * *
Assign writing skits on a small group basis, several protraying people in traditional roles and several in nontraditional roles. Suggest common themes.	Present skits and discuss role differences.

Teaching Technique:
Presentation
and Practice

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Examples: --Father taking child to female doctor --Mother taking child to male doctor. (or) Use role playing in classroom trying themes suggested above. Discuss biases which students introduce in the activity and ways each bias can be overcome.	Participate in role playing activities, discuss personal biases and ways these can be overcome.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Plan a field trip to allow students the opportunity to observe people in nontraditional occupations.	Interview people in these occupations to determine their successes and difficulties as they see them. Observe job skills required. Note and record biases for later class sharing.
* * *	* * *
Assign an activity. →	Monitor TV 1 hour during a weekend and compile a list of gender nouns that were used to denote all human beings. Share with class.
* * *	* * *
	Discuss career and/or personal goals with parents, counselors, teachers, business persons, etc., to get many ideas and view points. Become familiar with the requirements of jobs or occupations which are being considered.
* * *	* * *
Make individual or group assignments. →	Interview 10 people to determine if they prefer a title. Select parents, teachers, peers, and senior citizens. Tabulate class findings. Survey each class on this topic allowing some time for students to explain their individual preferences. Discuss the importance of asking people how they wish to be addressed and honoring their preference. Attempt to determine if there is a difference in preferences among the various age groups.
* * *	* * *
Assign one or both. →	Ask a variety of people to identify their occupations. Record comments and determine number of people who still identify with traditional occupational titles as mailman, saleslady, etc.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Discuss the changes in occupational titles and why these have occurred.	(and/or) Read newspapers and magazines preparing a list of occupational titles found. Compare titles with the Dictionary of Occupational Titles, 1977 edition.
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Have students listen to conversations, personally or on radio and/or TV, for examples of demeaning and/or limiting descriptions on the basis of sex.	Write a one page summary of descriptions heard, detailing why these were demeaning or limiting.
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